**K-5 Math Lesson Plan**

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| **Teacher: Payton Dockery, Jill Fossett, Sharon Patillo** | | | **Grade: K** | | | **Date(s)**: July 9/10, 2012 |
| **Unit Title: Count numbers 0-30**  **(Counting 0-5)** | | | | **Corresponding Unit Task: Task 1 (to be completed prior to Task 1)** | | |
| **Essential Question(s):**   |  | | --- | | **What does a number represent?**  **Why do we use numerals?**  How are numbers arranged?  What are some ways we can find out how many objects are in a group? | | | | | | | |
| **Materials/Resources** | | | | **Essential Vocabulary** | | |
| **Teacher: Chart paper**  **Markers**  **Bears/Manipulatives**  **0-5 number cards**  **Number line** | | **Student:**  **0-5 number cards** | | | **-count**  **-number** | |
| **Learning Experience** | | | | | | |
| **8 Mathematical Practices:**  1. Make sense of problems and persevere in solving them.  **2. Reason abstractly and quantitatively.**  3. Construct viable arguments and critique the reasoning of others.  **4. Model with mathematics.**  **5. Use appropriate tools strategically.**  6. Attend to precision.  **7. Look for and make use of structure.**  8. Look for and express regularity in repeated reasoning. | **Common Core State Standards:** K.CC.1 Count to 100 by ones and tens.   |  | | --- | |  | | | | | | |
| **I Can Statement(s): I can find numbers around me. I can count from 0 to 5.** | | | | | |
| **Activating Strategy/Hook:** (How will students become cognitively engaged and focused?)  -Ask the question of the students: What is a number? How do we use numbers every day? Where have you seen or heard numbers in your life? Students take turns sharing examples of numbers and teacher will write them on a chart, titled: Numbers Everywhere. | | | | | |
| **Teacher Directed:** Teacher will display the “count” vocabulary card, explain the definition of “count,” and tell the students that we are now going to practice counting from 0 to 5. On the document camera, teacher will display bears or some type of manipulatives along with corresponding number cards and demonstrate counting from 0-5. | | | | | |
| **Guided Practice:** Teacher will demonstrate with the document camera using the manipulatives and number cards 0-5. The students will follow along with the teacher and find the correct number card 0-5. | | | | | |
| **Independent Practice:** The students will demonstrate the skill of counting the numbers 0-5 with the number cards. The students can model counting 0-5 to a partner. The teacher will observe the students counting. Teacher can make note of students who need more practice on the counting the numbers 0-5. | | | | | |
| **Closing/Summarizing Strategy:** The teacher will display a pre-made number line and ask the children to tell the numbers in order; the teacher will write the numbers on the line. The teacher will ask the children to repeat counting from 0 to 5. The teacher will finish with having the children repeat the I Can statement: I can count from 0 to 5. | | | | | |
| **Differentiation Strategies** | | | | | | |
| **Extension** | | | **Intervention** | | | **Language Development** |
| -Practice counting from 6-10.  -Add manipulatives to show value. | | | -Repeat classroom activity with teacher (0-5 with number cards). | | | -Model the task as many times as needed.  -Use number cards with corresponding pictures. |
| **Assessment(s):** Informal observation of students while students are engaged in independent practice. | | | | | | |
| **Teacher Reflection:** (Next steps?) | | | | | | |

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| **Teacher: Payton Dockery, Jill Fossett, Sharon Patillo** | | | **Grade: K** | | | **Date(s)**: July 10, 2012 |
| **Unit Title: Counting 0-30**  (Counting from 0-10) | | | | **Corresponding Unit Task: Task 1 (to be completed prior to Task 1)** | | |
| **Essential Question(s):**  **What does a number represent?**  **Why do we use numerals?**  **How are numbers arranged?**  What are some ways we can find out how many objects are in a group? | | | | | | |
| **Materials/Resources** | | | | **Essential Vocabulary** | | |
| **Teacher:**  **Chart paper**  **Markers**  **Bears/Manipulatives**  **0-10 number cards**  **Number line**  **“Every Buddy Counts” by Stuart J. Murphy (enVision Math kit)** | | **Student:**  **0-10 number cards** | | | **-count**  **-number** | |
| **Learning Experience** | | | | | | |
| **8 Mathematical Practices:**  1. Make sense of problems and persevere in solving them.  **2. Reason abstractly and quantitatively.**  3. Construct viable arguments and critique the reasoning of others.  **4. Model with mathematics.**  **5. Use appropriate tools strategically**.  6. Attend to precision.  **7. Look for and make use of structure.**  8. Look for and express regularity in repeated reasoning. | **Common Core State Standards:** K.CC.1 Count to 100 by ones and tens. K.CC.2: Count forward beginning from a given number within the known sequence (instead of having to begin at 1). | | | | | |
| **I Can Statement(s):**  **I can count from 0-10.**  **I can count starting at any number 1-10.** | | | | | |
| **Activating Strategy/Hook:** (How will students become cognitively engaged and focused?) Teacher will read, “Every Buddy Counts” by Stuart J. Murphy (enVision Math kit). Ask students to then review counting from 0 to 5. | | | | | |
| **Teacher Directed: (Sequence 1)** Teacher will display the “count” vocabulary card, explain the definition of “count,” and tell the students that we are now going to practice counting from 0 to 10. On the document camera, teacher will display bears or some type of manipulatives along with corresponding number cards and demonstrate counting from 0-10.  **(Sequence 2)** Teacher says that we are going to practice counting to 10 again. Teacher tells students that, unfortunately, she has “lost” the number 1 card. She will ask, “if I still want to count to 10, what number can I start with now?” Students with say, “2” and then continue counting on. Continue this activity, picking different numbers to “lose.” Tell the children that we have been practicing “counting on,” counting from a number that’s not 1. | | | | | |
| **Guided Practice: (Sequence 1)** Teacher will demonstrate with the document camera using the manipulatives and number cards 0-10. The students will follow along with the teacher and find the correct number card 0-10.  **(Sequence 2)** Teacher tells students to put the number 1 card under their chairs. Students count with teacher from 2 forward to 10, placing the number cards as they go. Teacher continues to tell students what numbers to put under their chairs and count on from there. | | | | | |
| **Independent Practice: (Sequence 1)** The students will demonstrate the skill of counting the numbers 0-10 with the number cards. The students can model counting 0-10 to a partner. The teacher will observe the students counting. Teacher can make note of students who need more practice on the counting the numbers 0-10. Once finished, return and complete Sequence 2.  **(Sequence 2)** Students will get with a partner and will take turns telling each other what number to count on from in the sequence (up to 10). Teacher will make note of students who need more practice counting on. | | | | | |
| **Closing/Summarizing Strategy:** The teacher will display a pre-made number line and ask the children to tell the numbers in order; the teacher will write the numbers on the line. The teacher will ask the children to repeat counting from 0 to 10. Teacher will then give the students a number to start with and to count on from. The teacher will finish with having the children repeat the I Can statements: I can count from 0 to 10 and I can count starting at any number 1-10. | | | | | |
| **Differentiation Strategies** | | | | | | |
| **Extension** | | | **Intervention** | | | **Language Development** |
| -Practice counting from 11-20.  -Add manipulatives to show value.  -Practice counting on at higher numbers. | | | -Repeat classroom activity with teacher (0-5 with number cards).  -Continue to practice counting on with teacher.  -Model the task using a number line and pointing to the number as counting on. | | | -Model the task as many times as needed.  -Use number cards with corresponding pictures.  -Continue to practice counting on with teacher.  -Model the task using a number line and pointing to the number as counting on. |
| **Assessment(s):** Informal observations as students engage in independent practice.  Formally assess students by asking each child to rote count to 10; note whether student is successful.  Formally assess students by asking each child to count on from a given number; note whether student is successful. | | | | | | |
| **Teacher Reflection:** (Next steps?) | | | | | | |

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| **Teacher: Payton Dockery, Jill Fossett, Sharon Patillo** | | | **Grade: K** | | | **Date(s)**: July 10, 2012 |
| **Unit Title: (Counting 0-30)**  Counting 11-19 (Day 1) | | | | **Corresponding Unit Task: Task 1 (to be completed prior to Task 1)** | | |
| **Essential Question(s):**  **What does a number represent?**  **Why do we use numerals?**  **How are numbers arranged?**  What are some ways we can find out how many objects are in a group? | | | | | | |
| **Materials/Resources** | | | | **Essential Vocabulary** | | |
| **Teacher:**  **“Marching, Munching Ants” from Circle-Time Poetry: Math by Jodi Simpson**  **Chart paper**  **Markers**  **Bears/Manipulatives**  **0-5 number cards**  **Number line** | | **Student:**  **11-19 number cards** | | | **-count**  **-number** | |
| **Learning Experience** | | | | | | |
| **8 Mathematical Practices:**  1. Make sense of problems and persevere in solving them.  **2. Reason abstractly and quantitatively.**  3. Construct viable arguments and critique the reasoning of others.  **4. Model with mathematics.**  **5. Use appropriate tools strategically.**  6. Attend to precision.  **7. Look for and make use of structure.**  8. Look for and express regularity in repeated reasoning. | **Common Core State Standards:** K.CC.1 Count to 100 by ones and tens. | | | | | |
| **I Can Statement(s): I can count from 11 to 19.** | | | | | |
| **Activating Strategy/Hook:** (How will students become cognitively engaged and focused?) Teacher will display pre-written poem titled “Marching, Munching Ants” (teacher will replace number words with numerals). Teacher will read poem and then ask students to identify numbers in the poem. Students will come to the board and circle the number that they have identified. Teacher will prompt students to identify new teen numbers and explain that the class will be learning how to count from 11 to 19. (See poem after last lesson.) | | | | | |
| **Teacher Directed:** Teacher will display the “count” vocabulary card, explain the definition of “count,” and tell the students that we are now going to practice counting from 11 to 19. On the document camera, teacher will display bears or some type of manipulatives along with corresponding number cards and demonstrate counting from 11-19. | | | | | |
| **Guided Practice:** Teacher will demonstrate with the document camera using the manipulatives and number cards 11-19. The students will follow along with the teacher and find the correct number card 11-19. | | | | | |
| **Independent Practice:** The students will demonstrate the skill of counting the numbers 11-19 with the number cards. The students can model counting 11-19 to a partner. The teacher will observe the students counting. Teacher can make note of students who need more practice on the counting the numbers 11-19. | | | | | |
| **Closing/Summarizing Strategy:** The teacher will display a pre-made number line and ask the children to tell the numbers in order; the teacher will write the numbers on the line. The teacher will ask the children to repeat counting from 11 to 19. The teacher will finish with having the children repeat the I Can statement: I can count from 11 to 19. | | | | | |
| **Differentiation Strategies** | | | | | | |
| **Extension** | | | **Intervention** | | | **Language Development** |
| -Practice counting from 20-30.  -Add manipulatives to show value. | | | -Repeat classroom activity with teacher (11-19 with number cards). | | | -Model the task as many times as needed.  -Use number cards with corresponding pictures. |
| **Assessment(s):** Informally assess students as they engage in independent practice. | | | | | | |
| **Teacher Reflection:** (Next steps?) | | | | | | |

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|  | | | **Grade: K** | | | **Date(s)**: July 10, 2012 |
| **Unit Title: (Counting 0-30)**  Counting 11-19 (Day 2) | | | | **Corresponding Unit Task: Task 1 (to be completed prior to Task 1)** | | |
| **Essential Question(s):**  **What does a number represent?**  **Why do we use numerals?**  **How are numbers arranged?**  What are some ways we can find out how many objects are in a group? | | | | | | |
| **Materials/Resources** | | | | **Essential Vocabulary** | | |
| **Teacher:**  **-chart with “Teen Numbers Song”**  **-large number cards 11-19**  **-number line** | | **Student:**  **-individual number line 0-19 (some numbers missing)**  **-small number cards for number line (0-19)** | | | **-count**  **-number** | |
| **Learning Experience** | | | | | | |
| **8 Mathematical Practices:**  1. Make sense of problems and persevere in solving them.  **2. Reason abstractly and quantitatively.**  3. Construct viable arguments and critique the reasoning of others.  **4. Model with mathematics.**  **5. Use appropriate tools strategically.**  6. Attend to precision.  **7. Look for and make use of structure.**  8. Look for and express regularity in repeated reasoning. | **Common Core State Standards:** K.CC.1 Count to 100 by ones and tens. | | | | | |
| **I Can Statement(s): I can count from 11 to 19.** | | | | | |
| **Activating Strategy/Hook:** (How will students become cognitively engaged and focused?)  Teacher will spontaneously break into the “Teen Numbers Song” (see after last lesson). The teacher will tell the students that they will learn this number song to help them practice counting the teen numbers. | | | | | |
| **Teacher Directed:** The teacher will practice with the students the “Teen Numbers Song”. The Teacher will have a chart of the “Teen Numbers Song” for the students to sing along as the teacher points to the words. (Repeat the song 2-3 times) | | | | | |
| **Guided Practice:** The teacher will divide the students into 2 groups. Group 1 will sit down and place the numbers in order as Group 2 will stand in a line holding the numbers 11-19.  “What number do we begin with?” “What number comes next?” “How do you know?” The students will complete the task of ordering the numbers 11-19. Then the groups will switch. | | | | | |
| **Independent Practice:** The children will be given a pre-made number line for 0-19 with some numbers missing. The children will also be given a sheet of numbers to cut out. They will paste the correct number in the correct numerical order on the number line. The teacher will monitor and support the students in completing the activity. | | | | | |
| **Closing/Summarizing Strategy:** The teacher will pre-plan to have another adult come to the classroom and have the children sing the “Teen Numbers Song” to the adult and “teach” the other person. They will then review the I Can statement: I can count from 11 to 19. | | | | | |
| **Differentiation Strategies** | | | | | | |
| **Extension** | | | **Intervention** | | | **Language Development** |
| -Practice counting from 20-30.  -Add manipulatives to show value.  -Create number line independently.  -Create number line from blank template (no numbers filled in). | | | -Repeat classroom activity with teacher (11-19 with number cards).  -Be given a smaller number line (i.e. 0-10 or 11-19).  -Create number line with a partner or the teacher. | | | -Model the task as many times as needed.  -Use number cards with corresponding pictures. |
| **Assessment(s):** Teacher will informally assess while children are working; teacher will check the number lines that the children complete. | | | | | | |
| **Teacher Reflection:** (Next steps?) | | | | | | |

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| **Teacher:**  **Teacher: Payton Dockery, Jill Fossett, Sharon Patillo** | | | **Grade: K** | | | **Date(s)**: July 11, 2012 |
| **Unit Title: Counting 1-30**  Counting numbers 11-19 (Day 3) | | | | **Corresponding Unit Task: Task 1 (to be completed prior to Task 1)** | | |
| **Essential Question(s):**  **What does a number represent?**  **Why do we use numerals?**  **How are numbers arranged?**  What are some ways we can find out how many objects are in a group? | | | | | | |
| **Materials/Resources** | | | | **Essential Vocabulary** | | |
| **Teacher:**  **-Teen Numbers Song chart**  **-Large number cards 0-19**  **-Number riddles and clues** | | **Student:**  **-number cards 0-19**  **-number lines (made previously by students)** | | | **-count**  **-number** | |
| **Learning Experience** | | | | | | |
| **8 Mathematical Practices:**  1. Make sense of problems and persevere in solving them.  **2. Reason abstractly and quantitatively.**  3. Construct viable arguments and critique the reasoning of others.  **4. Model with mathematics.**  **5. Use appropriate tools strategically.**  6. Attend to precision.  **7. Look for and make use of structure.**  8. Look for and express regularity in repeated reasoning. | **Common Core State Standards:** K.CC.1 Count to 100 by ones and tens. K.CC.2: Count forward beginning from a given number within the known sequence (instead of having to begin at 1). | | | | | |
| **I Can Statement(s):**  **I can count from 0-19.**  **I can count starting at any number 11-19.** | | | | | |
| **Activating Strategy/Hook:** Teacher will display number cards from 0-10. Teacher will ask for volunteers to order the numbers correctly. The audience will then chorally count from 0 to 10. The teacher will then lead the students in singing the “Teen Numbers Song” to practice the sequence of numbers. The teacher will then ask another group of children to order the numbers 11-19. Everyone will chorally count from 11 to 19. The teacher will then have the two lines move together to show a complete number line from 0 to 19; the whole class will then rote count from 0 to 19. Students can refer to the number line that has previously been created as a class for support. | | | | | |
| **Teacher Directed:** Teacher says that we are going to practice counting to 19 again. Teacher tells students that, unfortunately, she has “lost” the number 11 card. She will ask, “if I still want to count to 11, what number can I start with now?” Students with say, “12” and then continue counting on. Continue this activity, picking different numbers to “lose.” Tell the children that we have been practicing “counting on,” counting from a number that’s not 11. | | | | | |
| **Guided Practice:** Teacher tells students to put the number 1 card under their chairs. Students count with teacher from 12 forward to 19, placing the number cards as they go. Teacher continues to tell students what numbers to put under their chairs and count on from there. | | | | | |
| **Independent Practice:** Students will get with a partner and will take turns telling each other what number to count on from in the sequence (11-19). Teacher will make note of students who need more practice counting on.  -Teacher will then call the students to attention to play a game called, “What’s My Number?” The teacher will explain that she will give clues to help the students pick a number a number that she is thinking of. When the students think they know the number, they are to hold up the number card. The teacher will pass out number cards (0-19) and the number lines the children made the previous day (for support). Teacher will call out various numbers and give various clues, such as: I’m thinking of a number that comes after 5… | | | | | |
| **Closing/Summarizing Strategy:** Chant the numbers in order while students hold up the corresponding card. Refer to classroom number line and connect 0 through 19. Review the I Can statements: I can count from 0-19 and I can count starting from any number 11-19. | | | | | |
| **Differentiation Strategies** | | | | | | |
| **Extension** | | | **Intervention** | | | **Language Development** |
| -Guess numbers in game without pre-made number line available.  -Create own riddles for “What’s My Number?” | | | -Work with a partner or teacher.  -Practice building a number puzzle with picture attached for support.  -Repeat the Teen Numbers Song along with number cards in a small group. | | | -Work with a partner or teacher.  -Practice building a number puzzle with picture attached for support.  -Repeat the Teen Numbers Song along with number cards in a small group. |
| **Assessment(s):** Informally assess as students complete work with partner; Informally assess and note successes/struggles as students play “What’s My Number?”  Formally assess students by asking each child to rote count to 19; note whether student is successful.  Formally assess students by asking each child to count on from a given number; note whether student is successful. | | | | | | |
| **Teacher Reflection:** (Next steps?) | | | | | | |

Marching, Munching Ants

By Jodi Simpson

I was sitting on a blanket  
eating up my lunch  
when along came 5 ants  
to munch, munch, munch.  
Then 2 more marched over.  
Count on! 6 and 7.  
4 more came crawling.  
Count on! 8, 9, 10, 11.  
Three friends followed.  
Count on! 12, 13, 14,  
marching left and right,  
gathering morsels for their queen.  
I spied 1 more ant.  
Count on! 15, wow!  
I’m tired of these critters.  
Let’s shake the blanket now.  
Finally, those pesky ants  
marched off on tiny feet.  
They snatched up every snack in sight  
and left me only crumbs to eat.

Teen Numbers Song

C’mon everybody, let’s get this done.  
The numbers in the teens all start with a 1.

C’mon everybody, let’s get this done.  
The numbers in the teens all start with a 1.

11, is a 1 and a 1.  
12, is a 1 and a 2.  
13, is a 1 and a 3.  
14, is a 1 and a 4.  
15, is a 1 and a 5.  
16, is a 1 and a 6.  
17, is a 1 and a 7.  
18, is a 1 and a 8.  
19, is a 1 and a 9.

C’mon everybody, let’s get this done.  
The numbers in the teens all start with a 1.

C’mon everybody, let’s get this done.  
The numbers in the teens all start with a 1.